

English Language Learner Education Handbook



Bedford Public Schools Bedford, Massachusetts

2021-2022

English Language Learner Education Handbook

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Contact Information

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FORWARD

This document offers guidance to administrators and teachers in addressing the linguistic and educational needs of English Language Learners in the Bedford Public Schools by identifying students and developing programs that recognize their diverse ethnic and cultural backgrounds and experiences. This information is intended to aid teachers and administrators when planning for and providing services to students who are learning English as a second language and reflects research-based best practices which are aligned to state and national program and English language proficiency standards.

The information presented herein is structured to follow the sequential approach of identification of English Language Learners through program implementation and is intended for parents, teachers, and administrators at Bedford Public Schools to use to ensure that English Language Learners receive the linguistic and educational support they need to provide them with fair and equal access to our educational offerings. It is our intention that teachers and administrators become familiar with and promote the content of this document to ensure that policies and procedures are consistently followed.

This document hereby references and incorporates public materials from the US Department of Defense publication of March 2007: *English as a Second Language Program Guide: Planning for English Language Learner Success*. Its goal is to provide guidance on the implementation of DoDEA regulation 2440.1, “English as a Second Language Programs,” April, 2006. The current revision reflects changes in the provision of services as suggested by the No Child Left Behind Act of 2001 and in the Office of Civil Rights document, Program for English Language Learners, available on the U.S. Department of Education (USDOE) website: <http://www.ed.gov/offices/OCR/ELL/>. Further information on legal and judicial matters affecting English language learners can also be found on the USDOE website.

This document also references Belmont, Blackstone-Millville Valley and Milford Public Schools' English Language Learners Education Handbooks.

STATEMENT OF NON-DISCRIMINATION

The Bedford Public Schools ensures equal employment and educational opportunities for its employees and students and does not discriminate on the basis of race, color, religion, national origin, sex or sexual orientation, (M.G.L. c. 151B and 151C, Title VI, Title VII and Title IX), or on the basis of disability (Section 504 of the Rehabilitation Act of 1973/ADA). In addition, the Bedford Public School District does not discriminate against its employees on the basis of age (M.G.L. 151B/ADEA) or on the basis of veteran's status.

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PROGRAM OVERVIEW

The English Language Education Department supports the mission of Bedford Public Schools to ensure that all students achieve to their highest ability by providing them with the knowledge and skills they need to flourish in our democratic society. In so doing, the ESL Department supports each ELL student by

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giving them the opportunity to acquire the language skills they need to access our curriculum and to participate fully in our district’s rich offering of classes, activities, sports, and clubs. To that end, our goal is that each individual student is screened carefully, taught appropriately, and monitored closely. Massachusetts state law defines the term “English learner” as a child who does not speak English or who is not currently able to perform ordinary classroom work in English.

To accomplish this, the English Language Education Department provides students, teachers, and administrators K-12 with a continuum of services and programs that will help all of our EL students develop the listening, comprehension, speaking, reading, and writing skills in English they need to meet

our district's and the state's academic expectations. The language development of EL students is the responsibility of both ESL and general education teachers. The ESL teachers provides these services segmented into the following activities:

- Train classroom teachers in Massachusetts Department of Elementary and Secondary Education approved trainings;
- Meet frequently with teachers to support them with curriculum materials and instruction (based on the new WIDA English Language Proficiency Standards) in how to teach the ¹ components of EL literacy: Speaking, Reading, Writing, Listening, including offering workshops and book talks;
- Support classroom teachers in determining educational goals and learning outcomes for EL students;
- Provide direct instruction, based on the WIDA English Language Proficiency Standards, through ESL/ELD course offerings at the grades 6 - 12 level and, at the K - 5 level, through ESL/ELD direct instruction during literacy blocks and intervention blocks;
 - Consult with teachers and administrators to assist in the creation and administration of formative, benchmark, and summative assessments to be used in the classrooms;
- Collaborate with classroom teachers to interpret state, local, and classroom assessments and help teachers structure their instruction to support growth as identified through these assessments;
- Conduct research-based best practice professional development workshops in ESL instruction and WIDA English Language Development standards;

¹WIDA (World-Class Instructional Design and Assessment) is housed within the Wisconsin Center for Education Research at the School of Education, University of Wisconsin-Madi

- Provide teachers with information on the emotional and social needs of students, especially students who have experienced interrupted formal education due to trauma and
- Collaborate with the Reading Department, Special Education Department and appropriate school staff on school-wide assessments, data collection, and analysis.

In fulfillment of the ESL Department's duties, ESL teachers are responsible for

- Identifying students in need of EL services;
- Testing newly identified students with the IPT, WIDA Screener K-12 ;²
- Administering the ACCESS tests;³
- Overseeing MCAS testing for EL. ⁴
- Helping the Technology Director, in conjunction with the English Language Learner

Director, maintain appropriate records;

- Maintaining student records;
- Providing teachers and parents with progress reports twice a year, and
- Working with the administration of their schools to place students in classrooms with the appropriate services.

Through the fulfillment of these responsibilities and services, the English Language Education Department provides students, teachers, and administrators K - 12 with services, instruction, teacher trainings, and EL category and certification trainings. The Department also provides opportunities for parents and students to acculturate and assimilate, while also providing them with the resources they need to live in a new community.

The English Language Education Department assists families and reaches out to them by conducting presentations to and coffees for parent groups, inviting parents to attend parents' association meetings and events, attending to families who are classified as SLIFE, and making sure that each family understands the importance of ⁵parent involvement in their child's education.

Through the use of services and a variety of program models, the Bedford Public Schools and the ESL Department provide a language-rich environment that promotes high expectations for academic achievement. It provides English Learners (EL), or Limited English Proficient Students (LEP), with the opportunity to become proficient in English so that they will have full access to the curriculum. Some students do not have a strong base of literacy or fluency in their first language and

²W-APT (WIDA-ACCESS Placement Test)

³ ACCESS (ASSESSING COMPREHENSION AND COMMUNICATION IN ENGLISH STATE TO STATE)⁴
MCAS (Massachusetts Comprehensive Assessment System)

⁵ SIFE (Students with Interrupted Formal Education)

need to develop essential skills in listening, speaking, reading, and writing in English. In order to provide students with the opportunity to develop these skills, English language learners receive Sheltered English Instruction (SEI) in classrooms in accordance with state and federal laws as well as direct instruction in an individual or small group setting. Sheltered instruction addresses the concepts and skills as defined in the curriculum and assists students with language development. Students receiving direct instruction by the ESL teachers receive this, at the elementary level, as part of their regular classroom instruction during literacy centers, guided reading, or as an additional intervention class offered as part of the Literacy Block. At the secondary level, they receive this instruction as an elective class.

TERMS AND DEFINITIONS

ACCESS The English language proficiency assessment given to all ELL students in Massachusetts to measure annual progress and proficiency in English language development. Focuses on academic language use in all content areas and all domains (reading, writing, speaking, and listening).

Cumm Cumulative record of test scores and information on each student. **EL** English Language Learner.

This term is reserved for those who are enrolled in ESL. Also known as the “English Language Learner,” this is a child who is not fluent in English and who is not currently able to perform ordinary class work in English.

ESL English as a Second Language. English is the second or additional language of the learner. It refers to programs and classes to teach students as a second or additional language. **FELL** Former English Language Learner (also known as FLEP - Former Limited English Proficiency).

HLS Home Language Survey parents/guardians fill out when registering a new student. **IEP** Individual Education Plan, an individual plan for a student receiving special education services.

WIDA Screener: A placement and/or monitoring test of reading, writing, listening, and speaking skills to monitor progress and services for the ELL program K to 12. .

L1 A person’s first language: home, native, or heritage language.

L2 A person’s second language or target language of an individual (English in most U.S. schools).

MCAS Massachusetts Comprehensive Assessment System (standardized tests given annually to students in Massachusetts in grades 3-10 in math, English, and science).

PARCC Partnership for Assessment of Readiness for College and Career

Pre-IPT Test of oral English language given to 3- and 4-year olds to assess English proficiency

SEI Sheltered English Immersion. Teachers scaffold (differentiate) instruction to aid students in learning content while at the same time helping students to build proficiency in reading, writing, listening, and speaking in an academic setting.

SIMS Student Information Management System, a state-assigned student number for data collection.

Waiver/Opt-Out A waiver excusing an ELL student from the ESL program may be granted by the district in response to an informed parent request and according to state regulation.

W-APT A placement and/or monitoring test of reading, writing, listening, and speaking skills to determine eligibility and services for the ESL program. Administered to entering K through 12th graders with a home language other than English when existing records do not already document language proficiency.

WIDA World-class Instructional Design and Assessment, an organization of 38 member states which publishes standards for English Language Learner education and the ACCESS English proficiency test.

TIMELINE

September: Home Language Surveys

Testing and Program Decisions made
EL Parental Notification Forms (must be sent within 30 days of the start
of school)
EL Reporting Form - SIMS Report

November: Monitor elementary FELL/opt-out students in time for parent/teacher conferences.

January: ACCESS Testing
Monitor middle school and high school FELL/opt-out students at the end of the first semester.

February: EL Reporting Form - SIMS Report

April: Monitor elementary FELL/opt-out students in time for parent/teacher conferences.

May/June: Reclassification Discussions
Reclassification Recommendations: Parent Notification
EL Reporting Form - SIMS Report

Monitor all FELL/opt-out students at the end of the second semester.

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REQUIREMENTS OF ALL SCHOOL DISTRICTS IN MASSACHUSETTS:

- All children in Massachusetts public schools are taught English by being taught in English and all by being placed in English language classrooms. Children who are English learners must be educated through sheltered English immersion.

- Districts annually determine, no later than October 1, the number of English learners in the district and classify them according to grade level, primary language, and the English learners program in which they are enrolled.
- Districts annually administer a standardized, nationally normed written test of academic subject matter in English for grades 3-12 and a nationally normed test of English proficiency for grades K-12.
- Districts send report cards and other school information to parents and guardians of English language learners in the same manner and frequency as such information is sent to other parents and guardians, and, to the maximum extent possible, in an understandable language.
- The Office of Educational Quality and Accountability conducts onsite visits to school districts at least once every five years to evaluate the effectiveness of programs serving English language learners.
- Two-way bilingual programs, whereby students develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language, “shall be unaffected”. No waivers are necessary for participation in a two-way bilingual program.
- English language learners are provided language support services until they are proficient enough in English to participate meaningfully in the district’s education program.

Reference: *Questions and Answers Regarding Chapter 71A: ENGLISH LANGUAGE EDUCATION IN PUBLIC SCHOOLS*, Mass Dept of Elementary and Secondary Education, August 2003.

INITIAL IDENTIFICATION OF EL STUDENTS

Bedford Public Schools has established a uniform procedure for the initial identification of EL students:

Home Language Survey

The procedure begins at the time of registration with the completion of the Home Language Survey (HLS). At the time of registration, the parent(s)/guardian(s) will be asked to complete the Home Language Survey (HLS) (Appendix A). A copy in the parent(s)/guardian's native language will be provided. If the HLS shows that the student's language exposure is all English, the original form will be placed in the student's cumulative folder. If the HLS indicates a language other than English in the home, a copy of the HLS will be forwarded to the ESL provider and the student will be tested within 30 days after the beginning of the school year. Districts are required to use the results of one of the state required language screening assessments, namely W-APT or WIDA Screener K-12, and the guidance provided (Appendix B) to determine whether the student is or is not an EL. The screening assessment scores and subsequent decision about whether a student is an EL is made by a licensed ESL Teacher or the EL Director.

Notifications

Parents are notified in writing if their child is eligible for EL services in the SEI program or ESL instruction. These letters also provide information about requesting a waiver for an alternate placement or declining (opt-out) EL services (Appendices F-I).

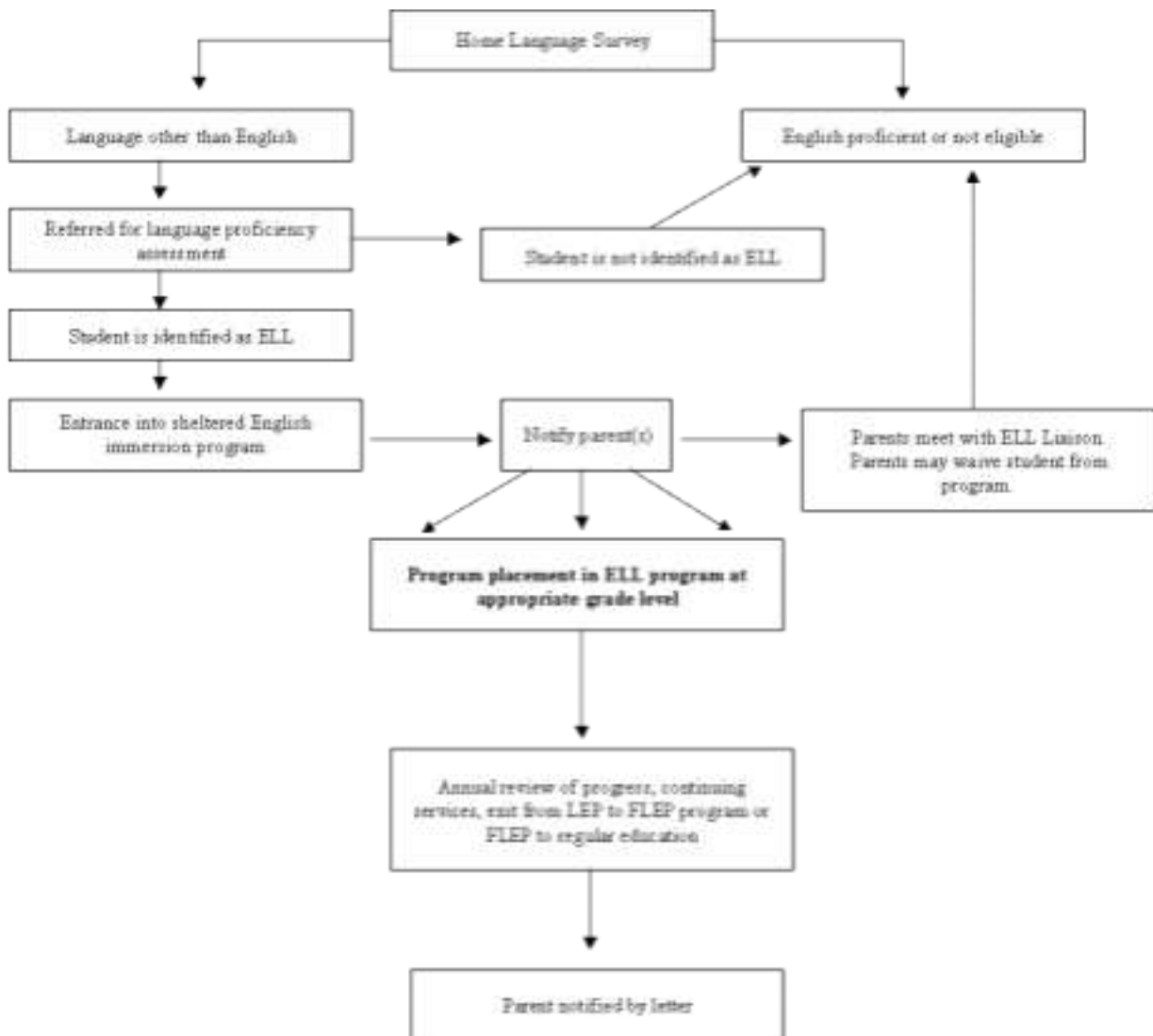
After the student has been identified as EL, the student will be placed in an SEI program and provided with ESL instruction. This placement occurs within the first four weeks of school.

Program Flowchart

See the program flowchart below for the sequence of activity

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PROGRAM FLOWCHART



DISTRICT WAIVER AND “OPTING OUT” POLICIES FOR ENGLISH LANGUAGE LEARNERS

General Laws Chapter 71A requires that publicly-funded students in Massachusetts who are Limited English Proficient be instructed through the use of sheltered English immersion, unless the student wishes to “opt out” and be placed in a general classroom not tailored for English learners. English learners who

wish to participate in a transitional bilingual program or receive some other type of language support may not do so unless they have received a waiver from the requirements of G.L. c. 71A.

Opting Out and Declined Services

Parents may notify the district of their wish to have their child “opt-out” of the EL program. This means that a parent or guardian chooses to deny their child’s entry into the SEI program in the Bedford Public Schools. The district recommends that a parent or guardian schedule a meeting with the ESL staff in order to exercise this option. The form titled English Language Learner Services Declined (Appendix F) must be signed in order to make this operational. Parents of a child under 10 may “opt-out” even if that student has not been enrolled in an ELL classroom for 30 days.

The Bedford Public School District encourages parents to allow their children to participate in our ESL program for a limited time before they make a final determination to “opt-out” of the program. We will continue to keep parents apprised of their child’s progress. Federal law establishes a district’s obligation to provide EL students with meaningful access to the education program. Because of this, when a parent declines their child’s participation in a formal language instruction program, the district will continue to monitor the progress of the student to ensure that the student has an equal opportunity to have his or her English language and academic needs met. The district will also continue to provide English language support to a monitored student via the academic supports that are available under the District Curriculum Accommodation Plan. Where a district determines through monitoring that a student who has “opted out” is not progressing, the district will ensure that the student’s academic needs are being addressed. Students will continue to be reported on the SIMS data and assessed annually using the current DESE mandated assessments (ACCESS and MCAS) appropriate for their grade. Within one week of receipt of the decline of services, the building level EL Team will hold a meeting. Parent notification letters will continue as long as English language proficiency assessments indicate the student is not yet “proficient.”

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Waiver Policy

If a family believes that the student should be placed in a program other than that which the ESL Department recommends, the family has a right to request a waiver for alternate placement in a bilingual or other educational program (Appendix G). General Laws Chapter 71A provides for waivers based on parent or administrator request under certain circumstances, assuming that the parent annually applies by visiting the student’s school and by providing written informed consent.

- For students under the age of 10, with parental consent, waivers are allowed under all of the following conditions (Appendix H):
 1. The student has been placed in an EL classroom for at least 30 days prior to the parent’s application for a waiver.
 2. Documentation by school officials in no less than 250 words that the student has special and individual physical or psychological needs, separate from lack of English proficiency, that require an alternative course of educational study and inclusion of such documentation in the student’s permanent school record.

3. Authorizing signatures on the waiver application of both the school Superintendent and the school principal.

- For students over the age of 10, with parental consent, waivers are allowed when it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better for the student's overall educational progress and rapid acquisition of English language skills (Appendix I).

If there are 20 students or more of a given grade level in one particular language group whose parents have waived the EL program in favor of a bilingual or other type of language support program, the district will be required to offer that type of program. In all other cases, students with waivers will be permitted to transfer to a public school in which such programs are offered.

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STUDENT ASSESSMENTS

Several tests may be used for the assessment of language dominance, oral proficiency, and reading and writing skill levels. The assessment results from any of the instruments indicated below are to be used as resources and guides by the ESL team when determining entry into or exit from programs. Results of district, state, and school-based assessments are also used to provide additional information on the academic performance of the student. Procedures for current annual EL assessments can be found in Appendix J.

Parents are sent a notification letter providing them with essential testing information prior to each test (Appendix K).

Descriptions of Current Assessments

Assessing Comprehension and Communication in English State to State (ACCESS) is an annual assessment required by the Department of Education. The ACCESS measures academic English language

skills necessary for functioning in classes conducted in English.

WIDA Screener Measure of Developing English Language is a series of English language proficiency assessments **K – 12** used as an identification/placement assessment for newly enrolled ELLs or as an interim progress monitoring assessment.

W-APT WIDA-ACCESS Placement Test is a language ability and proficiency assessment consisting of speaking, reading, writing, and listening components.

Assessment Instruments by Grade Level

GRADE	TEST USE	WHEN ADMINISTERED
K - 12	WIDA-Screener Identification/Placement or Progress Monitoring	As needed for identification, placement, and/or interim progress monitoring.
Pre-K	W-IPT English Language Proficiency “Screener” for Listening, Speaking, Reading, & Writing.	New students with home language other than English on HLS or teacher referral

K-12 ACCESS Academic English Language Proficiency
to monitor
progress in the acquiring
academic
English.
Annually

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TESTING ACCOMMODATIONS FOR EL STUDENTS

No Child Left Behind Act of 2001 requires that schools monitor and report the progress of all students, as well as specific groups, such as ELs, through regular, periodic testing. Testing provides educators with information about the academic strengths and weaknesses of the students they serve, and results are used to inform instruction. Therefore, all English Language Learners must be tested. However, EL students are offered certain accommodations.

A range of test accommodations is available to all EL and to former EL for up to two years after passing the state MCAS test. Accommodations include:

1. Time extensions (time and a half of productive test-taking);
2. Separate locations and/or small group administration;
3. Bilingual glossaries and dictionaries (word-for-word translations only);
4. Simultaneous use of English and other available language editions;
5. Oral translations for lower incidence languages;
6. Written response in the native language.

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THE EDUCATIONAL PROGRAM

The English Language Education program for each school/student will be developed in partnership with the building ESL team and administration, including the EL director, the principal, and the superintendent and/or assistant superintendent of schools and reviewed each year to accommodate the needs of students who need services. Language proficiency levels will be determined from assessments, student work

samples, and teacher recommendation from ESL staff and classroom teachers. The building ESL team will be consulted to prepare the instructional program for each student.

Depending upon the assessment results, students may receive English Language Development (ELD) lessons or direct instruction in language skills by a certified ESL teacher and/or be placed in a Sheltered English Immersion (SEI) program. Teachers in SEI classrooms have been trained according to the DESE regulations to be qualified to teach EL in their classrooms.

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The SEI program provides students with books and instructional materials in English; however, the curriculum and presentation of lessons are designed for students who are learning the English language. At some point, there may be a need to use the native language when necessary for clarification. The EL content instruction is based on the Massachusetts English Curriculum Frameworks and the 2012 WIDA standards. The WIDA standards are aligned to the Common Core Standards. (An overview of the new WIDA standards is found at: <http://www.wida.us/standards/DraftRelease/player.html>). Parents are notified of their child's progress periodically throughout the year (Appendices M, N and O).

The ESL teacher will maintain ELL student folders. Each folder has a checklist that the teacher uses to document the collection of student data, report cards, progress reports, and parent communication (Appendix L).

ESL School-Based Student Teams

In order to make the best educational decisions regarding student services for our English language learners each school has established a team. Membership in the team may change depending upon the needs of the student(s) being discussed. The core members are the ESL teacher, the student's classroom teacher, and a guidance counselor. Membership may also include a Reading Specialist, an administrator, a Special Education teacher, an adjustment counselor, and others as needed. In general, the team does not meet formally and decisions are made informally through consultations and communication among the members. Teams meet to discuss an individual student's learning and program needs, to make appropriate emotional or instructional recommendations, and to monitor a student's language acquisition and academic progress.

STUDENT SUPPORT SERVICES

District Curriculum Accommodation Plan

The district is fully committed to meeting the educational and learning needs of all students. We recognize that all of our students have individual learning styles that at one time or another may require some kind of accommodation within the classroom or school environment. Consequently, in each of our schools, we have a variety of supports available to all students who may need them. Students and their teachers are encouraged to explore and avail themselves of district-wide services and programs that address diverse learning needs.

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Special Education Referrals

English Learner students may be considered for special education when there is a concern regarding academic progress and/or social emotional needs. However, the lack of English language proficiency is not a basis for finding a student either eligible or ineligible for special education. If a student is found eligible for special education, his/her participation in ESL continues until the student is exited for proficiency.

Equal Access to Academic and Non-Academic/Extracurricular Activities

In accordance with Title VI of the Civil Rights Act of 1964, the district prohibits discrimination, exclusion from participation, and denial of benefits based on race, color, or national origin in any programs or activities that are offered by the Bedford Public Schools. District personnel must make every effort to ensure that (1) LEP students have access to the full range of opportunities, supports, and services that are available to any non-LEP students; (2) LEP students participate fully with their English-speaking peers; and (3) LEP students are provided the necessary supports for participation in academic and non-academic/extracurricular programs and activities.

RELATIONSHIP WITH PARENTS/GUARDIANS

Bedford Public Schools considers a parent's/guardian's participation in his/her student's education key to

the success of each student. Parents and/or guardians play an important role in their students' program and should be involved in all aspects of their education. They serve as a source of information for the ESL teacher, information that can form a framework for understanding the student. Their participation in interviews, reports on developmental and educational histories, and explanation of the history of the student's language acquisition are valuable.

Therefore, building a relationship of trust between the parents/guardians and school professionals is

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important to the success of the student's academic and social life. Understanding the traditions and culture will help build that trust. It will also help the staff to better acculturate each student.

Practices used to build a relationship between Bedford staff and the parents and families:

- Pronounce parent's/guardian's name correctly.
- When requested, provide an interpreter to assist parents in making important decisions involving their student.
- Ask parents/guardians about the family and how decisions are made.
- Give parents/guardians an opportunity to talk about their goals for their student.
- Understand the cultural norms that impact everyday communication, such as avoidance of eye contact to show respect.
- Understand that the parents'/guardians' level of proficiency and confidence in English may impact their ability to make decisions, even with a translator.
- Invite parents/guardians to meetings, coffees, Parent Association events, community events and student activities such as the school play.
- Check for understanding by asking specific questions.
- Speak slowly and avoid using acronyms and colloquialisms.
- Follow-up after meetings to keep parents/guardians updated on what was discussed.

Reference: *DODEA English as a Second Language Program Guide, 2007.*

1. Each EL student is evaluated annually for English proficiency and content skills. Students in grades K–12 will be assessed annually in English language skills using the ACCESS (Assessing Comprehension and Communication in English State-to-State). All EL students will also participate in the MCAS testing appropriate to their grade levels. These results are documented in the students file and submitted to the ESL Teacher who will document these also in the EL folder. Copies of the ACCESS and MCAS results will be provided to the parents.

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2. Regularly scheduled progress reports reflecting the current Massachusetts standards will be prepared for each EL student by the ESL teacher (Appendices M, N and O) and submitted to the supervising ESL teacher, guidance counselors, and parents.
3. Each building ESL team will meet to review the progress of all EL students in that school twice per year: after the end of the first trimester for elementary students or first semester for middle and high school students and within 30 days prior to the end of the school year or the first 30 days of the next school year to evaluate each LEP student's progress and ensure that each student is appropriately placed and monitored. At the end of/beginning of the year meeting, the school ESL Team will make written recommendations for the next/current year's placement for EL students (LEP or FELL) based on placement criteria. The placement criteria are GUIDELINES (Appendix P). Verification of these meetings and the resulting recommendations will be documented in each student's cumulative folder with a copy sent to the ESL Director. Parents/guardians will be notified in writing of their child's placement as continuing LEP status, reclassification as FLEP/FELL, or exiting FELL status (Appendices Q, R, S and T).
4. Chapter 71A and Title VI require that Limited English Proficient students are entitled to language support services until they are proficient enough to participate meaningfully in the district's general education programs. Districts cannot limit the time necessary for language services for those students who are not yet able to participate meaningfully in the school's programs.
5. Monitoring Tools:
 - ACCESS – Comprehension and Communication in English
 - MODEL – Measure of English Language Development
 - W-APT – WIDA-ACCESS Placement Test
 - State Testing (MCAS)
 - Student Portfolios including writing samples
 - District Common Assessments
 - Reading Assessments (DIBELS, GRADE, running records, etc.)
 - Other assessments as needed by the ESL team

EXITING STUDENTS FROM EL PROGRAM

(Reclassification from EL to FELL)

Exit Procedures:

Each building ESL team will meet to review the progress of all EL students twice per year as outlined

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above (Monitoring Progress of ELL Students). The team will conduct a review of each student's progress and determine if that student no longer requires EL services and can be reclassified as FELL (Content Area Teacher Progress Report for Reclassification; Reclassification Guidelines, Appendices Q and R).

Exit Criteria:

EL who meet the district exit criteria will exit the program and be reclassified as FELL. Students who do not meet the exit criteria outlined will be recommended for continuing services. Any change in the instructional program will be documented in the student's school record. The principal or designee will inform the parents in writing as to whether the student will remain as LEP or be reclassified as FELL using the reclassification requirement guidelines. A copy of this letter will be filed in the student cumulative and EL folders.

Post-Service Monitoring:

The ESL Teacher will review FELL student report cards and conduct periodic consultations with classroom teachers to ensure that the FELL student is continuing to be successful in the regular classrooms. This monitoring will continue for two years, thus adhering to the DESE regulations. If the FELL student is not meeting with success, the ESL Teacher will reconvene the EL Team to redesignate the student to EL status and ESL services will resume. If the FLEP student continues to make adequate progress for two years, an Exit from FELL to Regular Education form (Appendix T) will be placed in their cumulative and EL folders. Evidence of sustained performance will include progress reports, report cards, and standardized test scores.

APPENDIX A: BEDFORD PUBLIC SCHOOLS
HOME LANGUAGE SURVEY

Massachusetts Department of Elementary and Secondary Education regulations require that *all* schools determine the language(s) spoken in each student's home in order to identify their specific language needs. This information is essential in order for schools to provide meaningful instruction for all students. If a language other than English is spoken in the home, the District is required to do further assessment of your child. Please help us meet this important requirement by answering the following questions. Thank you for your assistance.

Student Information

First Name Middle Name Last Name Gender

F

M

Country of Birth Date of Birth (mm/dd/yyyy) Date first enrolled in ANY U.S. school (mm/dd/yyyy)

////

School Information

/ /20 _____
Start Date in New School (mm/dd/yyyy) Name of Former School and Town Current Grade

Questions for Parents/Guardians

<p>What is the native language(s) of each parent/guardian? (circle one)</p> <p style="text-align: center;">_ (mother / father / guardian)</p> <p style="text-align: center;">(mother / father / guardian)</p>	<p>Which language(s) are spoken with your child? (include relatives -<i>grandparents, uncles, aunts, etc.</i> - and caregivers)</p> <p style="text-align: right;">seldom / sometimes / often /</p> <p style="text-align: center;">always</p> <p style="text-align: right;">seldom / sometimes / often /</p> <p style="text-align: center;">always</p>
<p>What language did your child first understand and speak? Which language do you use most with your child?</p>	
<p>Which other languages does your child know? (circle all that apply)</p> <p style="text-align: center;">speak / read / write</p> <p style="text-align: center;">speak / read / write</p> <p>Will you require written information from school in your native language? Y N</p>	<p>Which languages does your child use? (circle one)</p> <p style="text-align: right;">seldom / sometimes / often /</p> <p style="text-align: center;">always</p> <p style="text-align: right;">seldom / sometimes / often /</p> <p style="text-align: center;">always</p> <p>Will you require an interpreter/translator at Parent-Teacher meetings?</p> <p style="text-align: right;">Y N</p>
<p>Parent/Guardian Signature: _____</p> <p style="text-align: right;">/ /20</p> <p style="text-align: right;">Today's Date: (mm/dd/yyyy)</p> <p>X</p>	

APPENDIX B: INITIAL IDENTIFICATION OF ELS IN KINDERGARTEN AND GRADES 1-12

<i>TEST</i>	<i>KINDERGARTEN</i>	<i>DOMAINS</i> <i>ASSESSED</i> <i>Not EL</i>
W-APT KINDERGARTEN	FIRST SEMESTER	LISTENING; SPEAKING ORAL PROFICIENCY RAW SCORE 29 OR HIGHER

WIDA S KINDERGARTEN	FIRST SEMESTER	LISTENING; SPEAKING	ORAL PROFICIENCY LEVEL 5 IN BOTH LISTENING AND SPEAKING
--------------------------------	-----------------------	-------------------------------------	---

**W-APT
KINDERGARTEN**

OR HIGHER

**OVERALL COMPOSITE
PROFICIENCY LEVEL HIGHER THAN
5**

AND

**COMPOSITE LITERACY
PROFICIENCY LEVEL HIGHER THAN
4**

**WIDA
SCREENER KINDERGARTEN
SECOND SEMESTER LISTENING;
SPEAKING;
READING; WRITING**

**SECOND SEMESTER LISTENING;
SPEAKING;**

READING; WRITING

**ORAL PROFICIENCY RAW SCORE
29**

OR HIGHER

READING RAW CORE 14 OR

HIGHER WRITING RAW SCORE: 17

<i>GRADE</i>	<i>DOMAINS ASSESSED</i>	<i>NOT ELL</i>
1-12	ALL FOUR	OVERALL COMPOSITE PROFICIENCY LEVEL HIGHER THAN 5 AND COMPOSITE LITERACY PROFICIENCY LEVEL HIGHER THAN 4

English Language Learner Education Handbook

APPENDIX C: PARENT NOTIFICATION OF IDENTIFICATION FOR EL SERVICES K-12

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**Bedford Public Schools
School Year 2020-2021
Initial/Annual Parental Notification of ¹
English Language Education (ELE) Program Placement**

Dear Parent(s)/Guardian(s):

In order to identify students who are English learners, school districts are required to assess the English language proficiency of all students whose home language is other than English. Such students must be tested in English reading, writing, speaking and listening. Your child has been tested in these areas. This letter explains whether your child is eligible for an English Language Education (ELE) program. If your child is eligible for such a program, this letter also describes your child's proposed program placement. If your child has additional education needs that require special education services, the ELE program and services must

meet the objectives of the Individualized Education Program (IEP).

SECTION I - ELE Program Placement

The following are the results of this English language assessment(s):

Student Information

First Name: Gabrielly **Middle Name** _____ **Last name:** DaSilva

Current School Name: Bedford High School **Grade** __9 **Start Date in ELE Program:** 10/27/20

Assessment Tool Domain Results **Date of Assessment** Wida Screener ☐ S ☐ L ☐ R ☐ W 2.0 d1010ay / month / year ☐
☐ S ☐ L ☐ R ☐ W day / month / year
☐ S ☐ L ☐ R ☐ W day / month / year
☐ S ☐ L ☐ R ☐ W day / month / year

Continuing English Learner Students and/or Transfer Students Results Date of Assessment Speaking (ACCESS for ELLs test) day / month / year **Listening** (ACCESS for ELLs test) day / month / year **Reading** (ACCESS for ELLs test): day / month / year **Writing** (ACCESS for ELLs test) day / month / year **English Language Proficiency Level based on language assessment data:**

☐ L1 - Entering ☐ L4 - Expanding
☐ L2 - Beginning ☐ L5 - Bridging
☐ L3 - Developing ☐ L6 - Reaching

ELE Program Types:

¹ *Note to districts: This notification is an annual requirement, and should be provided not later than thirty days from the beginning of the school year, or, for students who have not been identified for placement in a language instruction educational program prior to the beginning of the school year, the notification must be provided within two weeks of the child being placed in the program.*

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Sheltered English Immersion (SEI) Program – a program that incorporates strategies to make content area instruction more understandable to English learners and to promote English language development. This type of instruction is based on students' language proficiency levels. Content area instruction integrates sheltering strategies to make content comprehensive and develop content area academic language. The student receives sheltered content instruction in mathematics, English language arts (ELA), social studies, and/or science.

Dual Language Education (DLE) or Two-Way Immersion Program – a program that develops students' language skills in two languages (English and another language). This program includes native English speaking students and students who are native speakers of another language.

Transitional Bilingual Program – a program where content instruction is initially provided in the native language of the student and English. As the student develops English language proficiency, instruction is increasingly provided in English.

Other Bilingual Program – other bilingual instructional program for English learners (not Two-Way Immersion or Transitional Bilingual Education).

English as a Second Language (ESL) classes: direct English language instruction focused on developing speaking, listening, reading, and writing skills in English. ESL instruction is a required component of all ELE programs above.

☐

Enrolled in an ELE Program: The school district proposes to place your child in the indicated program. All programs will also have an English as a Second Language component.

ELE

Placement

☐

(SEI)

Programs in the District

☐
☐

Dual Language Education (DLE) or Two-Way Immersion (TWI)

☐

Proposed Student

Sheltered English Immersion (TBE) Other Bilingual Education

☐ ☐ ☐ ☐

Transitional Bilingual Education

Alternate ELE Program – If you believe that your child should be placed in a different ELE program than the one proposed, you have the right to request placement in an alternate ELE program. Please contact district staff for further information.

Program placement and/or method of instruction for student whose English language proficiency test indicates that he or she is not an English learner:

General Education – Your child was not found to be an English learner and therefore does not need an ELE program.

You have the right to decline placement of your child in an ELE program or withdraw your child from the program at any time. Federal and state laws, however, require that the district provide your child with support so that he or she can understand instruction provided in English and develop his or her English skills. This means that if you choose to decline placement of your child in or withdraw your child from an ELE program, your child's teachers will support your child in the classroom and your child will continue to be assessed for English language proficiency until he or she meets criteria needed to exit the program. It is important to understand that if you decline placement of your child in or withdraw your child from an ELE program, **your child will not receive specialized English as a Second Language (ESL) instruction focused on language skills.** ESL instruction would help your child learn English and succeed in school, so we recommend that you allow your child to be part of our ELE programs. ESL instruction is especially important if your child is just beginning to learn English or struggles to understand, speak, read or write in English. If you decide to decline placement of your child

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in or withdraw your child from an ELE program, please inform Carrie Powers at Carrie_powers@bedfordps.org or call 781-275-7606 x4862.

More

SECTION II - Exit Criteria

Specific ELE Exit Requirements: When your child demonstrates proficiency in English, he or she will no longer be classified as an English learner. Therefore, he or she will be exited from the ELE program and will not be eligible for ELE services. Students typically exit English learner status in six years, although some may exit sooner or later. English learners are expected to graduate at a similar rate as non-English learners when they have sufficient opportunities to complete graduation requirements. Students who are no longer classified as English Learners will be monitored by the district for four years to ensure that they are

succeeding academically. If these students struggle to meet grade-level academic expectations due to lack of English language proficiency, the district must provide language support services to such students and/or recommend re-entry into the ELE program.

Your child will continue to receive ELE program services until he or she meets the following criteria:

- ☐ Earned a qualifying score on
ACCESS for ELLs AND Final classification:
- ☐ Demonstrated ability to perform ordinary classroom work in English, as indicated by:
(include information about other relevant data)

☐ The student met the criteria. He or she is no longer considered an English learner. The student’s academic performance will be monitored for four years.

☐ The student has not met the criteria. The student is still considered an English learner and will be placed in the _____SEI_____ program offered by the district.

Comments:

School district staff is available to speak or meet with you about your child’s placement and the school’s ELE programs. We strongly encourage you to call us if you have any questions. Please contact us through the district contact person listed below. Thank you.

Sincerely,

Carrie Powers
EL Director K-12
781-275-7606 x 4862
carrie_powers@bedfordps.org

R SERVICES DECLINED

ENGLISH LANGUAGE LEARNER SERVICES

Opt-Out Letter

English Language Learners Program
Bedford Public Schools

In accordance with State and Federal laws, school districts in Massachusetts are required to identify all students whose home language is other than English and to assess their English language proficiency. Your child was assessed and classified as an English Language Learner.

Although you understand that your child, _____, has been designated as having Limited English Proficiency and is entitled to English Language Learner (ELL) services.

By signing this form, you decline the right for your child to receive these services.

At any time your child may need English Language support. He/she is required to receive this support, so we will communicate any concerns regarding your child's progress.

Parent/Guardian Signature: _____ Date: _____

School: _____

Signature: _____ Date: _____

Please return this form as soon as possible to your child's school, to the attention of your child's ESL teacher at his or her school.

Bedford Public Schools
English Language Learners Program

Parent or Guardian Informed Consent Form

I am knowingly and voluntarily requesting that my child receive a waiver from the requirements of G.L. c.71A, as amended (Question 2). I understand that if school officials grant my waiver request my child will receive bilingual instruction or some other type of language support rather than sheltered English immersion instruction.

Upon my personal visit to the school, school officials provided me with a full description, in a language that I understand, of the educational materials to be used in the different educational program choices and of all the educational opportunities available to my child.

Based on this information, which I have read and understood, I am requesting a program waiver for my child for the INSERT SCHOOL YEAR. I have been fully informed of my right not to apply for or agree to a program waiver.

Child's Name

Guardian Signature Parent or Guardian Signature

Parent or

Date

Date

APPENDIX H: WAIVER APPLICATION

G.L.c. 71A School District Program Waiver Application Form for English Learners Students Under the Age of 10

A. Background Information

Name of Student: _____ Date of Birth: _____

Date Student was placed in an English Language Classroom: _____

Date Parent(s)/Legal Guardian(s) visited the school to apply for waiver: _____

B. Parent or Guardian Informed Consent

Parents or guardians must review and sign the Parent or Guardian Informed Consent Form (Attachment A). This form must be provided in a language the parent or guardian understands. The signed Informed Consent form should be attached to this form and kept on file.

C. Determination Regarding Waiver Request

1. Waiver Request Approved (Principal must sign)

It is our informed belief that an alternate course of educational study is better suited to the student's overall educational progress and rapid acquisition of English. The student will be placed in a transitional bilingual class or (describe other type of language support) on

Date

Signature Date Educational Staff Signature/Title Date Principal

2. Waiver Request Denied (Principal must sign)

It is our informed belief that an alternative course of educational study would not be better suited to the student's overall educational progress and rapid acquisition of English.

Signature Date Educational Staff Signature/Title Date Principal

APPENDIX I: ENGLISH LANGUAGE LEARNERS PROGRAM WAIVER

G.L.c. 71A School District Program Waiver Application form for English Learners Students 10 Years of Age and Older

A. Background Information

Name of Student: _____ Date of Birth: _____

Date Parent(s)/Legal Guardian(s) visited the school to apply for waiver:

B. Parent or Guardian Informed Consent

Parents or guardians must review and sign the Parent or Guardian Informed Consent Form (Attachment A). This form must be provided in a language the parent or guardian understands. The signed Informed Consent form should be attached to this form and kept on file.

C. Determination Regarding Waiver Request

1. Waiver Request Approved (Principal must sign)

It is our informed belief that an alternate course of educational study is better suited to the student's overall educational progress and rapid acquisition of English. The student will be placed in a transitional bilingual class or (describe other type of language support) on

Date

Principal

Signature Date Educational Staff Signature/Title Date

2. Waiver Request Denied (Principal must sign)

It is our informed belief that an alternative course of educational study would not be better suited to the student's overall educational progress and rapid acquisition of English.

Principal

Signature Date Educational Staff Signature/Title Date

APPENDIX J: PROCEDURES FOR ANNUAL EL ASSESSMENTS

1. The ESL teacher(s) at each school will provide the principal with a list of students and the annual assessments that each student is required to take (ACCESS).
2. Principals are responsible to notify the MA DESE of the number of tests that are needed in each school
3. The ESL teacher will send a notification letter to the parents informing them of the name and dates of the test administration.
4. The principal, in coordination with the ESL staff, will determine the time and location of testing.
5. The appropriate ESL teacher will send letters to the classroom teachers notifying them of the time and place of the ACCESS tests.
6. The principal will return the tests to the DESE for scoring.
7. The principal will place the original test results in the student file and provide a copy to the ESL teacher.
8. The ESL teacher will verify that the results are in the student file during the next semi-annual file check (January and June).

APPENDIX K: ACCESS LETTER TO PARENTS

BEDFORD PUBLIC SCHOOLS

January INSERT DATE

English Language Learners Program

Dear Parents or Guardians,

The Massachusetts Department of Elementary and Secondary Education requires all public schools to administer English Proficiency Tests to students in Kindergarten through 12th grade who are identified as English Learners (EL). The purpose of the testing is to evaluate students' proficiency in the English language skills of speaking, listening, reading and writing.

In keeping with these laws, EL must participate in the ACCESS for ELL (Assessing Comprehension and Communication in English State-to-State for English Language Learners) assessment. The ACCESS assessment has replaced the formerly used Massachusetts English Proficiency Assessment (MEPA). The ACCESS assessment is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners. The assessment measures students' English proficiency in four skills: reading, writing, listening, and speaking.

The following table presents the **INSERT DATES** testing schedule.

<div style="background-color: black; width: 100px; height: 20px; margin-bottom: 5px;"></div> <div style="display: inline-block; vertical-align: middle;">SCHOOL YEAR</div> <div style="background-color: black; width: 50px; height: 20px; margin-top: 5px; margin-left: 10px;"></div> <div style="display: inline-block; vertical-align: middle;">ADMINISTRATION</div>		
TEST	PERIOD OF ADMINISTRATION	EL STUDENTS REQUIRED TO PARTICIPATE
ACCESS Test: Reading, Writing, Listening, and Speaking	INSERT DATES	All ELL students enrolled in Grades K-12

If you have questions regarding your child's testing, call the school district to speak to Carrie Powers, EL Director K-12.

Carrie Powers
EL Director K-12
66 Sweetwater Avenue
781-275-7606

English Language Learner Education Handbook

APPENDIX L: FOLDER CHECKLIST

Student Name: _____ Date of birth: _____ SASID # _____
Date of Entry Into Program: _____

School Year	2016-2017	2017-2018	2018-2019 2019-2020	2020-2021
Initials/Teacher				
EL or FELL				
ELP Level				
Grade				
Schedule				
HLS				

Parent Notification				
Decline Letter (if applicable)				
W-APT Results				
ACCESS results				
ESL Progress Reports - Winter				
ESL Progress Reports - Spring				
Content Teacher Progress Reports (include entire year of grades)				
FELL Monitoring Form				
MCAS Results				

APPENDIX M: MID-YEAR PROGRESS REPORT

MID-YEAR PROGRESS REPORT INSERT SCHOOL YEAR

English Language Learner Program

Student Name: Date:

School: Grade:

ESL Teacher:

WIDA Consortium
English Language Proficiency Levels

Proficiency Level	Description of English Language Proficiency Levels
1- Entering	Knows and uses minimal social language and minimal academic language with visual support
2 – Emerging	Knows and uses some social English and general academic language with visual support
3 – Developing	Knows and uses social English and some specific academic language with visual support
4 – Expanding	Knows and uses social English and some technical academic language

5 – Bridging Knows and uses social and academic language working with grade level material

6 – Reaching Knows and uses social and academic language at the highest level measured by this test

Comments: Target (content/language objective) of recent project/skill work; progress in performance domain(s) of greatest focus since September; suggestion(s) future support:

English Language Learner Education Handbook

APPENDIX N: END-OF-YEAR PROGRESS REPORT

END-OF-YEAR PROGRESS REPORT INSERT SCHOOL YEAR

English Language Learner Program

Student Name: Date:

School: Grade:

ESL Teacher:

WIDA Consortium
English Language Proficiency Levels

Proficiency Level	Description of English Language Proficiency Levels
1- Entering	Knows and uses minimal social language and minimal academic language with visual support
2 – Emerging	Knows and uses some social English and general academic language with visual support
3 – Developing	Knows and uses social English and some specific academic language with visual support
4 – Expanding	Knows and uses social English and some technical academic language
5 – Bridging	Knows and uses social and academic language working with grade level material

6 – Reaching Knows and uses social and academic language at the highest level measured by this test

ACCESS Score: _____ ACCESS Date: _____

MODEL Score: _____ MODEL Date: _____ *The MODEL is a WIDA Consortium progress-monitoring tool used to determine English language proficiency growth.*

Program Exit: Yes ⬆ No ⬆

Comments:

STUDENTS GRADES 6-12

Bedford Public Schools

School Year 2020-2021

MONITORING ACADEMIC PROGRESS OF OPT-OUT STUDENTS

Federal law establishes a district's obligation to provide ELs with meaningful access to the educational program. When a parent declines participation in a formal language instruction program, the district must continue monitoring the educational progress of the student to ensure that the student has an equal opportunity to have his or her English language and academic needs met.

Student Name: _____ Home language: _____ Opt-out
Date: _____ Years in U.S. Schools: _____ SASID: _____
DOB: _____
School: _____ Grade: _____

ATTENDANCE / TARDY DATA			
Term 1	Term 2	Term 3	Term 4
Attendance			
Tardy			

Test Scores		
MCAS: ACCESS: OTHER:		
Term 1 • Term 2 • Term 3 • Term 4 •		
RARELY SELDOM SOMETIMES	OFTEN	ALWAYS
Communicates effectively in English		
Completes homework		

- Participates in class
- Discipline issues that interfere with his or her progress
- Struggles with oral expression
- Struggles with written expression
- Struggles with oral comprehension

	Struggles with reading comprehension		
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Test Scores			
MCAS: OTHER:			
Term 1 • Term 2 • Term 3 • Term 4 •			
RARELY SELDOM SOMETIMES		OFTEN	ALWAYS
Communicates effectively in English			
Completes homework			

- Participates in class

Discipline issues that interfere with
his or her progress

Struggles with oral expression

Struggles with written expression

Struggles with oral comprehension

Struggles with reading comprehension

S C I E N C E	Test Scores		
	MCAS: OTHER:		
	Term 1 • Term 2 • Term 3 • Term 4 •		
	RARELY SELDOM SOMETI MES	OFTEN	ALWAYS
	Communicates effectively in English		
	Completes homework		
	Participates in class		

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	Discipline issues that interfere with his or her progress		
	Struggles with oral expression		
	Struggles with written expression		
	Struggles with oral comprehension		
	Struggles with reading comprehension		

Test Scores		
MCAS: OTHER:		
Term 1 • Term 2 • Term 3 • Term 4 •		
RARELY SELDOM SOMETI MES	OFTEN	ALWAYS

Communicates effectively in English		
Completes homework		

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Participates in class

Discipline issues that interfere with
his or her progress

Struggles with oral expression

Struggles with written expression

Struggles with oral comprehension

Struggles with reading comprehension

Please, check the one that applies:

- At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that he/she meets grade level academic standards.
- At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that language proficiency **IS NOT** a significant reason the student is not meeting grade level academic standards. Student was/ will be referred to Student Support Team on (date) _____. • At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that language proficiency **IS** a significant barrier preventing the student from meeting grade level academic

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standards.

Action Steps (check all that apply)

- English language support
- After school tutoring
- Core academic tutoring
- Parent communication

- Summer school
- Other (Please, explain)

Date: _____

Team members: _____

Signatures: _____

APPENDIX P: EL RECLASSIFICATION GUIDELINES

BEDFORD PUBLIC SCHOOLS

Bedford Public School Students may be reclassified as a Former English Language Learner (FELL) if the following criteria have been met:

<i>ACCESS for ELLs® Overall (or Composite) Score</i>		<i>Language Classification Recommendations</i>
Level 1 – <i>Entering</i> Level 2 – <i>Emerging</i> Level 3 – <i>Developing</i>	Students performing at Levels 1–3 in all or some language domains as measured by the ACCESS for ELLs® require significant support to access content area instruction delivered in English. Such students should remain classified as ELs.	

Level 4 – *Expanding*

Students performing at Level 4 in all or some language domains as measured by the ACCESS for ELLs® typically require continued language and instructional support to access content area

instruction delivered in English. Student at this proficiency level must still remain in the program and be provided services to reach higher levels of English proficiency.

Level 5 – <i>Bridging</i>	<p>Students performing at Level 5 in all language domains as measured by ACCESS for ELs® may have acquired enough English language skills to be considered English proficient. These students who demonstrate the ability to perform ordinary class work in English as indicated by one or more of the measures listed on <i>Other Relevant Data</i> (described below) should no longer be classified as ELs.</p> <p>Complex and varied language demands on ELs in late elementary, middle, and high school may necessitate the decision to maintain the EL classification of a student who scores at or above level 5 in all language domains. Should the student remain in the program, s/he must still be provided services appropriate for his/her English proficiency in each domain.</p>
------------------------------	--

Level 6 – *Reaching*

By the time a student reaches Level 5.5 or greater in both reading and writing and Level 6.0 in speaking and listening, he or she should no longer be classified as EL. Students who achieve these levels of proficiency as measured by the ACCESS for ELLs® can reasonably be

considered to have achieved English language proficiency comparable to that of their English-proficient peers and can be expected to perform ordinary class work in English without specialized language supports.

*MA Guidance on Identification, Assessment, Placement and Reclassification of English Language Learners (24-25) English

Language Learner Education Handbook

ADDITIONAL DATA

In addition to ACCESS scores, the following criteria will be considered when assessing a student's reclassification:

- GRADE assessment score (For Grades 3-8)
 - An EL exiting ESL services should have no more than a 3 stanine differential among subtests. A discrepancy in subtests indicates the potential for growth. Support may need to come from an ESL classroom *or* an alternate intervention service to be determined by the ESL teacher.
- A written recommendation to reclassify the student from 2 of the student's content area teachers in the form of an ELL Student Report
 - Work samples justifying the teachers' recommendation
- MCAS ELA score of Proficient
- An evaluation from the ESL teacher and program director stating that the student meets the Level 5 or Level 6 ELL standards from the Massachusetts Department of Elementary and Second Education (Appendix P)

APPENDIX Q: GRADES 1 – 5 FEL MONITORING FORM

Davis-Lane Elementary Schools

Monitoring of Former English Language Learners (FEL)

Grades 1-5

Student Information

Name of student _____

Grade: _____

The district is required to report former LEP students' progress for two years after program exit:

Year two _____ Date of report 1 _____ Date of report 2 _____

(Winter) (Spring)

Current Academic and Other Support Services

Name of classroom teacher Year Two _____

Is the child progressing satisfactorily in your classroom? Yes _____ No _____

If "no" please comment briefly on key areas of concern. (You will be contacted by an ESL

teacher). Winter Year 2:

Spring Year 2:

Check if any support services are being received. If so, circle the service(s).

Year Two: _____

Title I Math

Reading

Other: _____

Please return this form to the ESL teacher in your school.

This form will be filed in the student's cum folder.

Thank you.

Bedford Public Schools
APPENDIX R: MONITORING ACADEMIC PROGRESS OF FEL
STUDENTS GRADES 6-12

School Year 2020-2021
MONITORING ACADEMIC PROGRESS OF OPT-OUT STUDENTS

Federal law establishes a district's obligation to provide ELs with meaningful access to the educational program. When a parent declines participation in a formal language instruction program, the district must continue monitoring the educational progress of the student to ensure that the student has an equal opportunity to have his or her English language and academic needs met.

Student Name: _____ Home language: _____ Opt-out
 Date: _____ Years in U.S. Schools: _____ SASID: _____
 _____ DOB: _____
 School: _____ Grade: _____

ATTENDANCE / TARDY DATA			
Term 1	Term 2	Term 3	Term 4
Attendance			
Tardy			

Test Scores		
MCAS: ACCESS: OTHER:		
Term 1 • Term 2 • Term 3 • Term 4 •		
RARELY SELDOM SOMETIMES	OFTEN	ALWAYS
Communicates effectively in English		
Completes homework		

Participates in class

Discipline issues that interfere with his or her progress

	Struggles with oral expression		
	Struggles with written expression		
	Struggles with oral comprehension		
	Struggles with reading comprehension		

Test Scores			
MCAS: OTHER:			
Term 1 • Term 2 • Term 3 • Term 4 •			
RARELY SELDOM SOMETIMES		OFTEN	ALWAYS
Communicates effectively in English			
Completes homework			

Participates in class

Discipline issues that interfere with
his or her progress

Struggles with oral expression

Struggles with written expression

Struggles with oral comprehension

Struggles with reading comprehension

S C I E N C E	Test Scores		
	MCAS: OTHER:		
	Term 1 • Term 2 • Term 3 • Term 4•		
	RARELY	SOME TIMES	OFTEN ALWAYS

45

	Communicates effectively in English		
	Completes homework		
	Participates in class		
	Discipline issues that interfere with his or her progress		
	Struggles with oral expression		
	Struggles with written expression		
	Struggles with oral comprehension		
	Struggles with reading comprehension		

Test Scores		
MCAS: OTHER:		
Term 1 • Term 2 • Term 3 • Term 4•		
RARELY SELDOM SOMETIMES	OFTEN	ALWAYS
Communicates effectively in English		
Completes homework		

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Participates in class

Discipline issues that interfere with
his or her progress

Struggles with oral expression

Struggles with written expression

Struggles with oral comprehension

Struggles with reading comprehension

Please, check the one that applies:

- At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and

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concluded that he/she meets grade level academic standards.

- At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that language proficiency **IS NOT** a significant reason the student is not meeting grade level academic standards. Student was/ will be referred to Student Support Team on (date) _____. • At a meeting

on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that language proficiency **IS** a significant barrier preventing the student from meeting grade level academic standards.

Action Steps (check all that apply)

- English language support
- After school tutoring
- Core academic tutoring
- Parent communication
- Summer school
- Other (Please, explain)

Date: _____

Team members: _____

Signatures: _____

English Language Learner Education Handbook

APPENDIX S: FELL NOTIFICATION TO PARENTS/GUARDIANS K-12

BEDFORD PUBLIC SCHOOLS English Language Learners Program

Termination of Services Exit Form

Bedford Public Schools School Year 2020-2021 Initial/Annual Parental Notification of ³

³ *Note to districts: This notification is an annual requirement, and should be provided not later than thirty days from the beginning of the school year, or, for students who have not been identified for placement in a language instruction educational program prior to the beginning of the school year, the notification must be provided within two weeks of the child being placed in the program.*

English Language Education (ELE) Program Placement

Dear Parent(s)/Guardian(s):

In order to identify students who are English learners, school districts are required to assess the English language proficiency of all students whose home language is other than English. Such students must be tested in English reading, writing, speaking and listening. Your child has been tested in these areas. This letter explains whether your child is eligible for an English Language Education (ELE) program. If your child is eligible for such a program, this letter also describes your child's proposed program placement. If your child has additional education needs that require special education services, the ELE program and services must meet the objectives of the Individualized Education Program (IEP).

SECTION I - ELE Program Placement

The following are the results of this English language assessment(s):

Student Information

First Name: Gabrielly Middle Name: _____ Last name: DaSilva

Current School Name: Bedford High School Grade 9 Start Date in ELE Program: 10/27/20

Assessment Tool Domain Results Date of Assessment Wida Screener ☐ S ☐ L ☐ R ☐ W 2.0 d1010ay / month / year ☐
☐ S ☐ L ☐ R ☐ W day / month / year
☐ S ☐ L ☐ R ☐ W day / month / year
☐ S ☐ L ☐ R ☐ W day / month / year

Continuing English Learner Students and/or Transfer Students Results Date of Assessment Speaking (ACCESS for ELLs test) day / month / year Listening (ACCESS for ELLs test) day / month / year Reading (ACCESS for ELLs test): day / month / year Writing (ACCESS for ELLs test) day / month / year English Language Proficiency Level based on language assessment data:

☐ L1 - Entering ☐ L4 - Expanding
☐ L2 - Beginning ☐ L5 - Bridging
☐ L3 - Developing ☐ L6 - Reaching

ELE Program Types:

Sheltered English Immersion (SEI) Program – a program that incorporates strategies to make content area instruction more understandable to English learners and to promote English language development. This type of instruction is based on students' language proficiency levels. Content area instruction integrates sheltering strategies to make content comprehensive and develop content area academic language. The student receives sheltered content instruction in mathematics, English language arts (ELA), social studies, and/or science.

Dual Language Education (DLE) or Two-Way Immersion Program – a program that develops students' language skills in two languages (English and another language). This program includes native English speaking students and students who are native speakers of another language.

Transitional Bilingual Program – a program where content instruction is initially provided in the native language of the student and English. As the student develops English language proficiency, instruction is increasingly provided in English.

Other Bilingual Program – other bilingual instructional program for English learners (not Two-Way Immersion)

or Transitional Bilingual Education).

English as a Second Language (ESL) classes: direct English language instruction focused on developing speaking, listening, reading, and writing skills in English. ESL instruction is a required component of all ELE programs above.

Enrolled in an ELE Program: The school district proposes to place your child in the indicated program. All programs will also have an English as a Second Language component.

ELE
Programs in the District

Placement ☐

(SEI)

☐☐

**Dual Language Education
(DLE) or Two-Way Immersion
(TWI)**

☐

Proposed Student

**Sheltered English Immersion
(TBE) Other Bilingual Education**

☐☐☐☐

Transitional Bilingual Education

Alternate ELE Program – If you believe that your child should be placed in a different ELE program than the one proposed, you have the right to request placement in an alternate ELE program. Please contact district staff for further information.

Program placement and/or method of instruction for student whose English language proficiency test indicates that he or she is not an English learner:

General Education – Your child was not found to be an English learner and therefore does not need an ELE program.

You have the right to decline placement of your child in an ELE program or withdraw your child from the program at any time. Federal and state laws, however, require that the district provide your child with support so that he or she can understand instruction provided in English and develop his or her English skills. This means that if you choose to decline placement of your child in or withdraw your child from an ELE program, your child's teachers will support your child in the classroom and your child will continue to be assessed for English language proficiency until he or she meets criteria needed to exit the program. It is important to understand that if you decline placement of your child in or withdraw your child from an ELE program, **your child will not receive specialized English as a Second Language (ESL) instruction focused on language skills.** ESL instruction would help your child learn English and succeed in school, so we recommend that you allow your child to be part of our ELE programs. ESL instruction is especially important if your child is just beginning to learn English or struggles to understand, speak, read or write in English. If you decide to decline placement of your child in or withdraw your child from an ELE program, please inform Carrie Powers at Carrie_powers@bedfordps.org or call 781-275-7606 x4862.

More
SECTION II - Exit Criteria

Specific ELE Exit Requirements: When your child demonstrates proficiency in English, he or she will no longer be classified as an English learner. Therefore, he or she will be exited from the ELE program and will not be eligible for ELE services. Students typically exit English learner status in six years, although some may exit sooner or later. English learners are expected to

graduate at a similar rate as non-English learners when they have sufficient opportunities to complete graduation requirements. Students who are no longer classified as English Learners will be monitored by the district for four years to ensure that they are succeeding academically. If these students struggle to meet grade-level academic expectations due to lack of English language proficiency, the district must provide language support services to such students and/or recommend re-entry into the ELE program.

Your child will continue to receive ELE program services until he or she meets the following criteria:

- ☐ Earned a qualifying score on
ACCESS for ELLs AND Final classification:
- ☐ Demonstrated ability to perform ordinary classroom work in English, as indicated by:
(include information about other relevant data)

☐ The student met the criteria. He or she is no longer considered an English learner. The student’s academic performance will be monitored for four years.

☐ The student has not met the criteria. The student is still considered an English learner and will be placed in the _____SEI_____ program offered by the district.

Comments:

School district staff is available to speak or meet with you about your child’s placement and the school’s ELE programs. We strongly encourage you to call us if you have any questions. Please contact us through the district contact person listed below. Thank you.

Sincerely,

Carrie Powers
ELL Director K-12
781-275-7606 x 4862
carrie_powers@bedfordps.org

APPENDIX T: EXIT FROM FLEP/FELL STATUS

Bedford Public Schools
Parent Notification of Exit from FLEP/FELL Status

Student Name _____ Date _____

School _____ Grade _____

Dear Parents:

I would like to inform you that, based on your student's classroom performance and his/her scores on state and local assessments, a team of teachers in your student's school has determined that he/she has developed proficiency in the English language. He/she is now fully capable of performing ordinary class work in English in a mainstream classroom.

Over the past two years your student's ESL teacher has monitored your student for _____. He/she no longer requires this monitoring.

If you have any questions regarding your student's instructional needs or placement, please feel free to contact your ESL Teacher at **INSERT NUMBER**.

Sincerely,

ESL Teacher